

3-Minute **READING** **ASSESSMENTS**

Word Recognition, Fluency, & Comprehension

Timothy V. Rasinski and Nancy Padak

Grades 5–8

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Grades 5-8

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Teaching
Resources

DEDICATION

We dedicate this book to a better understanding of how children read and to a renewed urgency to tailor instruction to meet children's individual needs in reading.

ACKNOWLEDGMENTS

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Introduction

Assessment is a critical element of successful instruction. Assessment helps teachers determine if the instruction they provide students has resulted in adequate student progress. It allows teachers to identify students who can benefit from a more accelerated instructional program and those who need more intensive instructional intervention and support. And, if the assessment has sufficient precision, it allows teachers to identify a focus for their instruction. In a sense, assessment provides teachers (and schools and parents) with roadmaps that indicate where their children *are* academically, and where they need to go.

Research has indicated that assessment is critical to successful instruction. An international study of reading achievement, for example, found that regular assessment was a key factor associated with student success in learning to read (Postlethwaite & Ross, 1992).

In recent years, state and federal education mandates have required schools and school districts to more closely monitor student performance across a number of content areas and grade levels. These types of large-scale, typically norm-referenced assessments are most valuable for school administrators and policy makers in determining general trends in achievement and recommending policies and procedures at the national, state, and district levels for improving educational quality. For several reasons, however, these kinds of assessments cannot provide teachers with the information they need to make instructional decisions for individual students. One problem is timing—it frequently takes months for teachers to receive assessment results. In some cases a student has already moved on to the next grade before results are available. In addition, the scores on these tests do not lead naturally to instructional changes. Most often, scores simply tell whether or not a student has achieved “proficiency” rather than providing information about diagnostic needs or instructional direction.

Beyond the large-scale, general assessments that provide snapshots of achievement for a large number of children, a number of other reading assessments that lead to more precise instructional interventions are available. Some are commercial standardized tests such as the group-administered *Stanford Diagnostic Reading Test* and the individually administered *Woodcock Reading Mastery Test*. Others, such as informal reading inventories (IRIs) and running records (Clay, 1993) are more informal in nature and are based on teachers’ ability to interpret the reading behaviors that they record. Still others, such as the *Developmental Reading Assessment* (Beaver, 1997) and the *Qualitative Reading Inventory* (Leslie & Caldwell, 2000) are hybrids of commercial standardized tests that include a strong informal, teacher-interpretation component. Most of these assessments provide teachers with an in-depth view of their students as readers—their level of achievement and, to some extent, their various strengths and areas of concern in reading.

If there is one major drawback to these sorts of assessments it is time. These and many of the other formal and informal reading assessments that are available to teachers take a considerable amount of time to prepare, administer, and score. The full-scale administration of an informal reading inventory, for example, can take one to two hours

to give to a student and another hour (at least) to score and interpret. Although the data obtained from such an assessment are valid and valuable, the amount of time needed to administer such an assessment to every student in a classroom is prohibitive.

Nevertheless, we are seeing instances in many schools in which teachers are expected to administer an informal reading inventory to every child in their classrooms two, and in some cases three, times per year. In a classroom of 25 children, three administrations of an IRI, even if each required only one hour per child, would take 75 hours—the equivalent of nearly three full weeks of school!

Time for Assessment or Time for Instruction?

As valuable as assessment is for teachers, it is in instruction where the rubber meets the road. Students learn as a result of instruction, not assessment. While assessment most certainly must guide instruction, it is no substitute for it. And in schools and classrooms where inordinate amounts of time are taken for assessment, an equal amount of time is taken *from* instruction. In short, time given to assessment is time taken away from instruction. The irony of the situation is that the very thing that assessment is intended to measure—achievement—is curtailed by the time that must be taken away from instruction in order to do the assessment. The 50 hours that it might take to administer an informal reading inventory to every child in a classroom, for example, could have been used to provide reading instruction that would have made those students better readers!

Advantages of 3-Minute Reading Assessments

With the above considerations in mind, we developed this set of assessments to provide classroom teachers and specialists with a quick way to obtain valid diagnostic information about students' reading achievement. In fewer than five minutes, you can use this system to measure a child's progress and identify areas of strength and concern that may need special and intensive instruction. You will be able to sample a student's reading and determine his or her level of performance in three critical areas—word recognition (decoding), reading fluency, and comprehension. The information obtained from *3-Minute Reading Assessments: Word Recognition, Fluency, and Comprehension* will enable you to monitor student progress over time across these three dimensions of reading, identify areas of special need for individual children, and communicate to parents and others about student progress in reading.

Use 3-Minute Reading Assessments Throughout the Year

We recommend that you use *3-Minute Reading Assessments* with an individual student three or four times per year at regular intervals—once at the beginning of the school year, once or twice in the middle of the year, and once at the end of the year. You should be able to assess and score a classroom of 25 students in about two hours. Since we've provided four forms for each grade, you will be able to use a different, but equivalent form for each assessment throughout the year.

By assessing students at regular times during the school year you will be able to measure progress in word recognition, reading fluency, and comprehension over the course of the year. You will be able to identify students who are not responding well to your instructional efforts. This will allow you to plan additional or more targeted

instruction for those students who are struggling or who are not demonstrating the kind of progress you hope to see.

What's Included in *3-Minute Reading Assessments*

In addition to the background discussion above, this Introduction provides you with a full set of specific directions for administering these assessments. Immediately following those directions we provide scoring and interpretation guides for each of the three major areas covered by the assessments (note that fluency is assessed in *two* distinct dimensions—fluency-automaticity and fluency-expression). Included are

1. the procedure for calculating **word recognition accuracy**,
2. a chart for measuring **fluency through reading rate**,
3. a scale for figuring **fluency through expression**, and
4. a rubric for determining **comprehension**.

In addition to these fully detailed guides (pages 9–12), you'll also find a condensed version of all four guides on page 13. This page is intended to offer you a handy aid that can be torn out and laminated for use during the administration of each passage. We hope it will give you an easy reference point as you listen to the student's reading.

The passages themselves are divided into four grade-level booklets. Each booklet includes the four equivalent forms (A through D) mentioned above. To vary subject matter and maintain interest, the forms are organized by themes: Form A passages pertain to family outings; Form B passages to foods; Form C passages to extreme weather; and Form D to unique individuals. For each form there is a student page, which includes the passage only and is intended for direct use with the student, and an accompanying teacher page. The teacher page reproduces the passage and gives you additional information, such as overall word count and the word length of each printed line. In addition, at the bottom of each teacher page, a scoring section enables you to jot down the student's scores as you figure them, as well as any additional comments.

We strongly recommend recording the data yielded by the assessments, and to make keeping these records easy, we provide two different recording charts. On page 54, you'll find a class record sheet and on page 55, an individual student record sheet. The former enables you to get an overview of class performance at a glance, while the latter helps you track testing data for all four forms for an individual student. You may wish to use both, or simply choose the one that best fits your needs. These charts allow you to highlight areas where performance is below your expectations as well as areas with no growth over time. You may want to address these areas with additional assessment and instruction and bring them to the attention of parents, school administrators, or other teachers.

In order to help you address targeted areas of concern, we include a brief section of Instructional Ideas for each of the three major areas assessed. Pages 57–61 offer instructional suggestions for teaching word recognition, fluency, and comprehension skills. Of course, these ideas are just a springboard for each topic. Entire books of instruction for each area are available!

A Word About Readability Determination

As described above, four different passages for each grade level are presented in separate grade-level booklets. We have spent considerable time checking the readability of these passages before designating each to be at a specific grade level. In doing so, we applied either all or several of the following formulas: the Flesch Reading Ease Formula; the Flesch-Kincaid Grade Level Formula; the Fry Readability Graph; the Spache Readability Formula; and the Dale-Chall Readability Formula. As well, we tapped our own expertise as professors of literacy and researchers to level the passages.

In the end, readability is often a matter of judgment. It is well known that readability results will vary depending on which formula is used and that each formula has its own limitations and drawbacks. That said, there are currently no better alternatives that offer a more accurate or efficient approach to determining grade level for a particular reading passage. Thus, with all this in mind, we feel confident in stating that these passages are on grade level and are equivalent, within each form, in terms of difficulty.

A few additional notes about grade levels and the way we've set up these assessments: We recommend having students read passages at their assigned school-year grade levels because this will help you determine their level of performance on passages that they are expected to master during that school year. In other words, while one third grader may be reading comfortably at fourth-grade level and another at second-grade level, this assessment enables you to determine how well both students will be able to read the grade-level texts you use for instruction. Students whose grade-level performance is excellent may not need repeated assessment. Those who struggle with the grade-level passage will need additional diagnosis. Retesting these students on grade-level test passages throughout the school year will easily allow you to gauge their growth.

Directions for Administering *3-Minute Reading Assessments*

Administering these assessments is simple and straightforward. You simply ask students to read a grade-level passage to you and ask them to recall what they remember from the passage after they've read it. While students read and recall the passage, you monitor their performance for word recognition, fluency, and comprehension. Specific directions are outlined below:

1. Present the student with a copy of the passage from *3-Minute Reading Assessments* that corresponds to his assigned grade level. Ask the student to read the passage orally to you in the way he might normally read the passage. Tell the student that at the end of the reading you will ask him to tell you what he remembers about the passage.
2. The student reads the passage aloud for 60 seconds. If she stops at an unknown word and does not attempt to pronounce it for 2 seconds, or if she attempts the word but clearly has little chance of reading it correctly, tell her the word and ask her to continue reading. During the oral reading, keep your copy of the passage in front of you. Mark any uncorrected errors that the student makes by drawing a line through the missed word. Errors include words that are mispronounced or that you provide to the student and words that the student omits. If a student initially mispronounces or omits a word, but corrects it, write and circle a *c* above the word to indicate it was corrected (and do not count these corrected words as

errors). At the end of the 60-second period, mark the point the student has reached in her reading of the text.

3. After the student has read for 60 seconds, direct his attention to the beginning of the text and ask him to follow along silently while you read the text aloud. Read the passage to the child in a normal and expressive voice. (We ask that you read the text to the student to remove any difficulties he may have had in word recognition or fluency that could hamper his comprehension of the passage. Listening comprehension is a good measure of the students' reading comprehension [Biemiller, 2003].)
4. At the end of your reading, remove the passage from the student's view and ask her to tell you what she remembers from the passage. After she has retold the passage, ask her if there is anything else she remembers about what she read. If the student is unable or unwilling to retell anything at all from the passage, you may ask for specific information (for example, "What is the main idea of this story?" or "What was described in this story?").

Note: If the student has made few oral reading errors and has not reached the end of the passage within 60 seconds, you may, as an alternative to reading the passage to the student, ask him to read the balance of the passage silently. At the end of the student's reading, remove the passage from view and ask him to retell what he remembers from the reading. Keep in mind, however, that a source of any difficulty in comprehension may be subtle or undetected problems in word recognition or fluency.

After the student has retold the passage, the assessment is complete.

Scoring and Interpreting the Assessment

Scoring *3-Minute Reading Assessments* is simple and quick. The following procedures should be followed:

Word Recognition Accuracy (Decoding)

Word recognition is determined by calculating the percentage of words read correctly in the 60-second oral reading. Divide the number of words read correctly by the total number of words read (correctly *or* incorrectly). For example, if the student read a total of 94 words in the 60-second reading and made 8 errors, the percentage of words read correctly would be reflected in the following fraction:

$$\frac{86}{94} \text{ (86 divided by 94) } = 91.5\%$$

In other words, the student read 91.5 percent of the words correctly.

Instructional reading level is normally marked by a word recognition accuracy rate of 92–98percent. Independent reading level is normally marked by an accuracy rate of 99–100percent.

A normally developing student should begin the school year reading grade-level material at an instructional level and, by the end of the school year, at an independent word recognition level. For example, a third grader's performance on a third-grade

passage would be instructional at the beginning of the year but independent by the end of the year. Students who perform at the frustration level at the end of the school year, or who do not demonstrate good progress over the year, should be considered for additional assessment to confirm their decoding difficulty. Such students may benefit from specific instructional intervention in decoding (see pages 57–58).

Reading Fluency-Automaticity

One way reading fluency can be measured is through reading rate. Reading rate provides a measure of the extent to which a reader can automatically decode words, thus leaving cognitive resources free for the more important task of comprehending a passage. To determine rate, simply count the number of words the student has read correctly during the 60-second oral read. Words read correctly include those words that were initially misread but corrected by the student. Then, using the appropriate grade level and time period, compare the student's performance against the reading rates shown below.

A student whose reading rate falls within the appropriate range shown above is performing at grade-level expectations. Students who fall below the range may be considered at-risk in terms of fluency-automaticity. Additional assessment may be appropriate for students who perform poorly at the end of the school year or who do not show improvement over the course of the year. These students may benefit from instruction aimed at improving reading fluency (see pages 58–59). Students whose reading rate is above the range limits may be considered to be performing well in fluency-automaticity. However, an important caveat must be noted: Students who read exceptionally fast without attending to punctuation and other phrase boundaries, and who read without sufficient expression may also be considered at-risk in fluency. The following assessment for fluency-expression should be used with all students to give you the fullest picture of a student's fluency skills.

TARGET READING RATES BY GRADE LEVEL

| Grade | Fall wcpm* | Winter wcpm | Spring wcpm |
|-------|---------------|----------------|----------------|
| 1 | 0–10 | 10–50 | 30–90 |
| 2 | 30–80 | 50–100 | 70–130 |
| 3 | 50–110 | 70–120 | 80–140 |
| 4 | 70–120 | 80–130 | 90–140 |
| 5 | 80–130 | 90–140 | 100–150 |
| 6 | 90–140 | 100–150 | 110–160 |
| 7 | 100–150 | 110–160 | 120–170 |
| 8 | 110–160 | 120–180 | 130–180 |

*wcpm=words correct per minute

Reading Fluency-Expression

Reading fluency is more than just reading fast. It is also the ability to interpret a text with appropriate phrasing and expression. You can measure this dimension of fluency by listening to the student's 60-second oral reading and rating it on the Multidimensional Fluency Scale below. Initially you may need to tape record the student's reading and listen to it in order to provide a rating for each of the four scales. Soon, however, you will be able to score the scales on the spot.

At the beginning of the school year, it is not unusual for students to score in the bottom half of each of the fluency dimensions (i.e., to have a total fluency score of 8 or below). However, by the end of the school year, students should be rated in the top half in each dimension when they are reading grade-level material (i.e., they should be able to achieve a total fluency score of 9 or above). End-of-year ratings in the bottom half for any of the fluency dimensions, or a total fluency score of 8 or less, may indicate a need for additional assessment or instructional intervention (see pages 58–59). The Multidimensional Fluency Scale is also useful for helping students evaluate their own reading and in developing their own understanding of fluency in reading.

MULTIDIMENSIONAL FLUENCY SCALE

| Rating | Expression & Volume | Phrasing and Intonation | Smoothness | Pace |
|--|--|--|---|---|
| Circle one → | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1 | Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice. | Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word. | Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts. | Reads slowly and laboriously. |
| 2 | Begins to use voice to make text sound like natural language in some areas but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice. | Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses. | Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive. | Reads moderately slowly or too quickly. |
| 3 | Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text. | Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppy reading; reasonable stress and intonation. | Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures. | Reads with an uneven mixture of fast and slow pace. |
| 4 | Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage. | Generally reads with good phrasing, mostly in clause and sentence units. | Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction. | Consistently reads at conversational pace; appropriate rate throughout reading. |
| <p><i>* This scale is an adaptation of one developed by Zutell & Rasinski, 1991. Kimberly Monfort, a third-grade teacher at Bon View School in Ontario, California developed the format above for the scale.</i></p> <p style="text-align: right;">Total Score: _____</p> | | | | |

Comprehension

How well students understand what they read is the ultimate hallmark of proficient reading. You can get a good sense of a student's ability to understand a text through the retelling. When you are satisfied that a student has told you as much as he or she can remember from the passage, rate the recall on the Comprehension Rubric (see below). As mentioned in the Directions for Administering section, under some circumstances you may wish to have the student himself or herself read the balance of the passage silently. Use the same comprehension rubric to score the retelling whether you read the passage aloud to the student or whether you allow the student to read the passage silently.

A score of 3 or below suggests inadequate recall and comprehension of the passage. At the beginning of the school year, it is not unusual for a student's recall of a grade-level passage to be rated at level 3 or below. By the end of the school year, student performance should be in the upper half of the scale (levels 4–6). Scores in the lower half of the scale at the end of the year should signal the need for a more in-depth diagnosis and perhaps instructional intervention in comprehension. See pages 60–61 for suggested instructional ideas to use with students who may have comprehension difficulties.

COMPREHENSION RUBRIC

- ◆ Student has no recall or minimal recall of only a fact or two from the passage. **Rating Score: 1**
- ◆ Student recalls a number of unrelated facts of varied importance. **Rating Score: 2**
- ◆ Student recalls the main idea of the passage with a few supporting details. **Rating Score: 3**
- ◆ Student recalls the main idea along with a fairly robust set of supporting details, although not necessarily organized logically or sequentially as presented in the passage. **Rating Score: 4**
- ◆ Student recall is a comprehensive summary of the passage, presented in a logical order and/or with a robust set of details, and includes a statement of main idea. **Rating Score: 5**
- ◆ Student recall is a comprehensive summary of the passage, presented in a logical order and/or with a robust set of details, and includes a statement of main idea. Student also makes reasonable connections beyond the text, such as to his/her own personal life or another text. **Rating Score: 6**

ADMINISTRATION AND SCORING AIDS

Word Recognition Accuracy (Decoding)

Divide the total number of words read correctly by the total number of words read (correct and incorrect). For example, if the student read a total of 94 words in the 60-second reading and made 8 errors, the percentage of words read correctly would be reflected in the following fraction:

$$\frac{86}{94} \text{ (86 divided by 94) } = 91.5\% \text{ of words read correctly}$$

Instructional reading level: 92–98%.

Independent reading level: 99–100%.

Reading Fluency-Automaticity

Count the number of words the student has read correctly during the 60-second oral reading. Words read correctly include those initially misread but corrected by the student. Use this chart to interpret results.

| Grade | Fall wcpm* | Winter wcpm | Spring wcpm |
|-------|---------------|----------------|----------------|
| 1 | 0–10 | 10–50 | 30–90 |
| 2 | 30–80 | 50–100 | 70–130 |
| 3 | 50–110 | 70–120 | 80–140 |
| 4 | 70–120 | 80–130 | 90–140 |
| 5 | 80–130 | 90–140 | 100–150 |
| 6 | 90–140 | 100–150 | 110–160 |
| 7 | 100–150 | 110–160 | 120–170 |
| 8 | 110–160 | 120–180 | 130–180 |

*wcpm=words correct per minute

Comprehension

After the student has completed the 60-second oral reading and after you have read the entire passage to the student, remove the passage from view. Ask for a retelling of what he or she remembers. Next, ask if there is anything else the student can recall from the passage. If he or she is unable or unwilling to retell anything, you may probe for specific information (e.g., “What is the main idea of this story?”). When the student has told you as much as he or she can remember from the passage, rate the recall on the Comprehension Rubric.

- Student has no recall or minimal recall of only a fact or two from the passage. **Rating Score: 1**
- Student recalls a number of unrelated facts of varied importance. **Rating Score: 2**
- Student recalls the main idea of the passage with a few supporting details. **Rating Score: 3**
- Student recalls the main idea along with a fairly robust set of supporting details, although not necessarily organized logically or sequentially as presented in the passage. **Rating Score: 4**
- Student recall is a comprehensive summary of the passage, presented in a logical order and/or with a robust set of details, and includes a statement of main idea. **Rating Score: 5**
- Student recall is a comprehensive summary of the passage, presented in a logical order and/or with a robust set of details, and includes a statement of main idea. Student also makes reasonable connections beyond the text to his/her own personal life, another text, etc. **Rating Score: 6**

Reading Fluency-Expression

Listen to the student’s 60-second oral reading. Rate it on the Multidimensional Fluency Scale.

| Rating | Expression & Volume | Phrasing and Intonation | Smoothness | Pace |
|--------------|--|--|---|---|
| Circle one → | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1 | Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice. | Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word. | Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts. | Reads slowly and laboriously. |
| 2 | Begins to use voice to make text sound like natural language in some areas but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice. | Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses. | Experiences several “rough spots” in text where extended pauses or hesitations are more frequent and disruptive. | Reads moderately slowly or too quickly. |
| 3 | Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text. | Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppy reading; reasonable stress and intonation. | Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures. | Reads with an uneven mixture of fast and slow pace. |
| 4 | Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage. | Generally reads with good phrasing, mostly in clause and sentence units. | Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction. | Consistently reads at conversational pace; appropriate rate throughout reading. |

* This scale is an adaptation of one developed by Zutell & Rasinski, 1991.
Kimberly Monfort, a third-grade teacher at Bon View School in Ontario, California developed the format above for the scale.

Total Score: _____



.....

Test Passages

.....

GRADE 5 BOOKLET:

Student Passages and Teacher Pages

Last week, my family went to the county fair. My father is a volunteer firefighter, so he was working at the fair. My mom and sister and I went to meet him. I am very glad we did; it was a great night. When we arrived, the fair was very crowded and finding my dad was like finding a needle in a haystack. We finally found him because we heard the fire truck siren blaring and knew he would be there. Showing off the fire truck is my dad's favorite pastime; that truck is his pride and joy.

There was a feeling of excitement at the fair. Everyone was happy and having fun. It reminded me of how I felt on Christmas morning when I was hoping for a new video game player. First, my sister and I went on a Ferris wheel that was over a hundred feet high; we could see the whole town from the top. I was truly nervous when we stopped at the top because our car swayed back and forth like a flag whipping in the wind. Shutting my eyes and pretending I was on the ground helped calm me down, but it felt like forever until we started down again. I was relieved when the ride was over.

After that we each got something to eat. I got bright blue cotton candy—blue like a lollipop, not like the sky. It was so sweet it seemed like I was eating sugar straight from the sugar bowl. My sister got a funnel cake covered in sugar. She got so much powdered sugar on her face that she looked like a mime. I thought it was funny, but she didn't. We rode on several more rides and looked at lots of interesting exhibits before we left. It really was a fantastic night.

Name of student _____ Date of testing _____

Grade 5: Form A

Last week, my family went to the county fair. My father 11
is a volunteer firefighter, so he was working at the fair. My 23
mom and sister and I went to meet him. I am very glad we 37
did; it was a great night. When we arrived, the fair was very 50
crowded and finding my dad was like finding a needle in a 62
haystack. We finally found him because we heard the fire 72
truck siren blaring and knew he would be there. Showing 82
off the fire truck is my dad's favorite pastime; that truck is 94
his pride and joy. 98

There was a feeling of excitement at the fair. Everyone 108
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Christmas morning when I was hoping for a new video 131
game player. First, my sister and I went on a Ferris wheel 143
that was over a hundred feet high; we could see the whole 155
town from the top. I was truly nervous when we stopped at 167
the top because our car swayed back and forth like a flag 179
whipping in the wind. Shutting my eyes and pretending I 189
was on the ground helped calm me down, but it felt like 201
forever until we started down again. I was relieved when 211
the ride was over. 215

After that we each got something to eat. I got bright 226
blue cotton candy—blue like a lollipop, not like the sky. It 238
was so sweet it seemed like I was eating sugar straight from 250
the sugar bowl. My sister got a funnel cake covered in sugar. 262
She got so much powdered sugar on her face that she 273
looked like a mime. I thought it was funny, but she didn't. 285
We rode on several more rides and looked at lots of 296
interesting exhibits before we left. It really was a fantastic 306
night. 307

Word Count – 307**Scoring**

Word recognition accuracy:

Words correct _____
Total words read orally _____ = _____ %

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Oranges are my favorite fruit. In fact, oranges are my favorite food. There are lots of reasons that I love oranges. The first reason is their color, that beautiful shade of orange. When you look at the perfect orange, you feel like you are looking at a little sun; it seems to glow. The perfect orange is the orange of a brand-new basketball still in the box. It is the orange of a pumpkin just ripe on the vine. It is the orange of the paint you used to paint your first piece of art work in first grade.

The second reason I love oranges is the feel. When you hold an orange, it is like holding a tennis ball of sunshine. You can feel the warmth rising up your arm from that little delight. The third reason I love oranges is their juice. It spurts with each bite like a mini-volcano erupting in your mouth. It drips down your chin like sap oozing from a maple tree in the fall.

The final reason that I love oranges, and the most important, is the taste. Oh, that taste that makes my mouth water, my tongue tingle, and my stomach flip with excitement! Each section holds its own individual surprise.

Sweet or tangy, soft or firm, it doesn't matter. Oranges are definitely my favorite food.

Name of student _____ Date of testing _____

Grade 5: Form B

| | |
|--|-----|
| Oranges are my favorite fruit. In fact, oranges are my | 10 |
| favorite food. There are lots of reasons that I love oranges. | 21 |
| The first reason is their color, that beautiful shade of orange. | 32 |
| When you look at the perfect orange, you feel like you are | 44 |
| looking at a little sun; it seems to glow. The perfect orange | 56 |
| is the orange of a brand-new basketball still in the box. It is | 69 |
| the orange of a pumpkin just ripe on the vine. It is the | 82 |
| orange of the paint you used to paint your first piece of art | 95 |
| work in first grade. | 99 |
| The second reason I love oranges is the feel. When you | 110 |
| hold an orange, it is like holding a tennis ball of sunshine. | 122 |
| You can feel the warmth rising up your arm from that little | 134 |
| delight. The third reason I love oranges is their juice. It spurts | 146 |
| with each bite like a mini-volcano erupting in your mouth. It | 157 |
| drips down your chin like sap oozing from a maple tree in | 169 |
| the fall. | 171 |
| The final reason that I love oranges, and the most | 181 |
| important, is the taste. Oh, that taste that makes my mouth | 192 |
| water, my tongue tingle, and my stomach flip with | 201 |
| excitement! Each section holds its own individual surprise. | 209 |
| Sweet or tangy, soft or firm, it doesn't matter. Oranges | 219 |
| are definitely my favorite food. | 224 |

Word Count – 224**Scoring**

Word recognition accuracy:

Words correct _____
 Total words read orally _____ = _____ %

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Lightning crashes, thunder booms, and the earth shakes with the power of the storm. This storm is holding us captive in the lobby of the grocery store. Looking out the huge glass windows, we see an angry sky. It seems to be daring us to come outside and make a mad dash for our car. Through the pelting rain we see our brave little minivan. It is just waiting for us to fill its trunk with the week's food and its seats with our bodies.

Another brilliant flash of lightning illuminates the sky. We prisoners of the storm gasp together and change our minds about risking the run. Babies cry and toddlers whimper. Even I, a brave fifth grader, move closer to my mom, just to keep her safe. My mom is getting restless; she is ready to get home. Her ice cream is melting. The crowd at the front of the store is getting bigger. Every now and then a young man darts out into the weather. We all watch as he gets battered by the rains and struggles to make it into his car. Then we all watch as he drives away, freed from the stuffy store that we are trapped in.

I know that my mom is about to make that courageous run. She puts my sister's hand in mine and tells me not to move. My sister and I watch in amazement as she runs into the rain. She runs like an Olympic athlete and reaches the car in no time at all. We watch as our brave little minivan drives to the door. Grocery bags in hand, my sister and I make our dangerous trip. We have beaten the storm. Mom has saved the day.

Name of student _____ Date of testing _____

Grade 5: Form C

Lightning crashes, thunder booms, and the earth shakes 8
 with the power of the storm. This storm is holding us captive 20
 in the lobby of the grocery store. Looking out the huge 31
 glass windows, we see an angry sky. It seems to be daring 43
 us to come outside and make a mad dash for our car. 55
 Through the pelting rain we see our brave little minivan. It is 67
 just waiting for us to fill its trunk with the week's food and its 81
 seats with our bodies. 85
 Another brilliant flash of lightning illuminates the sky. 93
 We prisoners of the storm gasp together and change our 103
 minds about risking the run. Babies cry and toddlers 112
 whimper. Even I, a brave fifth grader, move closer to my 123
 mom, just to keep her safe. My mom is getting restless; she is 136
 ready to get home. Her ice cream is melting. The crowd at 148
 the front of the store is getting bigger. Every now and then 160
 a young man darts out into the weather. We all watch as 172
 he gets battered by the rains and struggles to make it into 184
 his car. Then we all watch as he drives away, freed from the 197
 stuffy store that we are trapped in. 204
 I know that my mom is about to make that courageous 215
 run. She puts my sister's hand in mine and tells me not to 228
 move. My sister and I watch in amazement as she runs into 240
 the rain. She runs like an Olympic athlete and reaches the 251
 car in no time at all. We watch as our brave little minivan 264
 drives to the door. Grocery bags in hand, my sister and I 276
 make our dangerous trip. We have beaten the storm. Mom 286
 has saved the day. 290

Word Count – 290**Scoring**

Word recognition accuracy:

Words correct _____
 Total words read orally _____ = _____ %

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

John has been my friend for as long as I can remember. Our houses are next to each other. In the winter, when the last of the leaves are off the trees, I can see into his family room from my window.

When I first met John, he was as shy as a field mouse. He got nervous every time I came near and seemed terrified of me. Once we got to know each other better, John came out of his shell. We discovered that we liked all the same things and disliked the same things, too. My mom said we should have been born brothers because we're so similar.

John and I play together every day now. Depending on how we feel, we either play at my house or his, or lots of times we venture outside to find something interesting to do. Together John and I make a great team. Someday we will open a detective agency and solve mysteries. For now we just pretend, and it is great fun.

We are no longer in the same class at school, but we still get together every day. Homework is not as much fun since we can't do it together anymore, but John still is my best friend. There is nothing as good as a friend like John.

Name of student _____ Date of testing _____

Grade 5: Form D

| | |
|---|-----|
| John has been my friend for as long as I can remember. | 12 |
| Our houses are next to each other. In the winter, when the | 24 |
| last of the leaves are off the trees, I can see into his family | 38 |
| room from my window. | 42 |
| When I first met John, he was as shy as a field mouse. | 55 |
| He got nervous every time I came near and seemed | 65 |
| terrified of me. Once we got to know each other better, | 76 |
| John came out of his shell. We discovered that we liked all | 88 |
| the same things and disliked the same things, too. My mom | 99 |
| said we should have been born brothers because we're so | 109 |
| similar. | 110 |
| John and I play together every day now. Depending on | 120 |
| how we feel, we either play at my house or his, or lots of | 134 |
| times we venture outside to find something interesting to | 143 |
| do. Together John and I make a great team. Someday we | 154 |
| will open a detective agency and solve mysteries. For now | 164 |
| we just pretend, and it is great fun. | 172 |
| We are no longer in the same class at school, but we | 184 |
| still get together every day. Homework is not as much fun | 195 |
| since we can't do it together anymore, but John still is my | 207 |
| best friend. There is nothing as good as a friend like John. | 219 |

Word Count – 219**Scoring**

Word recognition accuracy:

Words correct _____
 Total words read orally _____ = _____ %

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

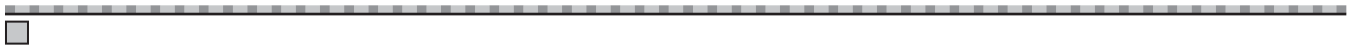
Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:



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Test Passages

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GRADE 6 BOOKLET:

Student Passages and Teacher Pages

Have you ever been to an amusement park? On Labor Day weekend, my family and I went to the largest one in our state. During our visit we rode many rides and saw some great shows. The best part was the roller coasters. My brother Jason and I had a mission to go on every coaster at least once, and we accomplished it. We even went on several of the coasters twice.

The recently constructed Shredder was the first coaster that we tried. It is the tallest, largest, and most daunting coaster I have ever seen. We didn't have to wait in line too long to experience The Shredder. Once on board, a large metal bar held my body in place, and two pads surrounded either side of my head. It was intimidating to stand there and look up, knowing the ride was about to begin. My heart was beating like drums at a rock concert, and as we slowly climbed up the track, I felt as if someone was turning up the volume of my heartbeat. It got louder and louder by the second. Suddenly, the climb was over, and we began to plunge. It felt as if I were completely free-falling to the ground. I was afraid that the safety bar would release. But to my relief, it didn't.

Upon reaching the bottom, we started to whip around bends and fly upside down as if we were in a balloon that was losing air. My head was knocked back and forth between the pads like a pinball. Up and down we went, round and round, upside down and back again. It seemed like the ride would never stop, and then all of a sudden it was over. My brother and I had a few minutes of rest, and after we regained our composure, we were ready for more.

Name of student _____ Date of testing _____

Grade 6: Form A

Have you ever been to an amusement park? On Labor Day weekend, my family and I went to the largest one in our state. During our visit we rode many rides and saw some great shows. The best part was the roller coasters. My brother Jason and I had a mission to go on every coaster at least once, and we accomplished it. We even went on several of the coasters twice.

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The recently constructed Shredder was the first coaster that we tried. It is the tallest, largest, and most daunting coaster I have ever seen. We didn't have to wait in line too long to experience The Shredder. Once on board, a large metal bar held my body in place, and two pads surrounded either side of my head. It was intimidating to stand there and look up, knowing the ride was about to begin. My heart was beating like drums at a rock concert, and as we slowly climbed up the track, I felt as if someone was turning up the volume of my heartbeat. It got louder and louder by the second. Suddenly, the climb was over, and we began to plunge. It felt as if I were completely free-falling to the ground. I was afraid that the safety bar would release. But to my relief, it didn't.

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Upon reaching the bottom, we started to whip around bends and fly upside down as if we were in a balloon that was losing air. My head was knocked back and forth between the pads like a pinball. Up and down we went, round and round, upside down and back again. It seemed like the ride would never stop, and then all of a sudden it was over. My brother and I had a few minutes of rest, and after we regained our composure, we were ready for more.

230
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Word Count – 310**Scoring**

Word recognition accuracy:

$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Sticky, gooey, creamy, and delicious is how I describe peanut butter. There is nothing else like it on the planet. Smooth or crunchy, on bread or alone, it's the world's greatest food. While dangerous for some with allergies, peanut butter is a food that should not be missed by the rest. Peanut butter is good in a sandwich, on a cracker, on celery, on a pretzel, mixed with chocolate, or just on its own.

Its taste is one that many people love. It reminds adults of lunches as a child, causes teenagers to race home for a snack, and makes babies bang on their high chairs like animals, crying for more. The color of peanut butter is like that of autumn leaves, just as they are losing their last bits of color. It is the color of caramel bubbling on the stove. Each bite of peanut butter bursts with flavor.

Sitting on the pantry shelf it seems to call my name, even when I am not hungry. It tempts me to take one little spoonful, and if I take one, I am sure to take more. Peanut butter is my first thought when I want a snack. It is the first thing I look for in the pantry when I get home from school and the first thing on the grocery list every week.

Name of student _____ Date of testing _____

Grade 6: Form B

| | |
|---|-----|
| Sticky, gooey, creamy, and delicious is how I describe | 9 |
| peanut butter. There is nothing else like it on the planet. | 20 |
| Smooth or crunchy, on bread or alone, it's the world's | 30 |
| greatest food. While dangerous for some with allergies, | 38 |
| peanut butter is a food that should not be missed by the | 50 |
| rest. Peanut butter is good in a sandwich, on a cracker, on | 62 |
| celery, on a pretzel, mixed with chocolate, or just on its own. | 74 |
| Its taste is one that many people love. It reminds adults | 85 |
| of lunches as a child, causes teenagers to race home for a | 97 |
| snack, and makes babies bang on their high chairs like | 107 |
| animals crying for more. The color of peanut butter is like | 118 |
| that of autumn leaves, just as they are losing their last bits | 130 |
| of color. It is the color of caramel bubbling on the stove. | 142 |
| Each bite of peanut butter bursts with flavor. | 150 |
| Sitting on the pantry shelf it seems to call my name, | 161 |
| even when I am not hungry. It tempts me to take one little | 174 |
| spoonful, and if I take one, I am sure to take more. Peanut | 187 |
| butter is my first thought when I want a snack. It is the first | 201 |
| thing I look for in the pantry when I get home from school | 214 |
| and the first thing on the grocery list every week. | 224 |

Word Count – 224**Scoring**

Word recognition accuracy:

$$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

The air was crisp and clear after last night's rain; it was one of those fall days that you wait for. Everything was perfect. The leaves that still clung to the trees were a kaleidoscope of colors: red, yellow, orange, brown, and green. Those that had fallen littered the street like remnants of a party that had gone on the night before.

Stepping out of my warm house for my early morning walk was like stepping into a memory of days that had gone before. The cool air met me, and I took a deep breath, drawing in the lovely scents of the season. The crispness of the air is what makes this type of day so special.

Thoughts of backyard football, leaf piles, and warm coats and hats filled my mind as I crunched down the leaf-covered sidewalk. I had a small start of excitement and anticipation as I thought of the warm turkey and gravy that I would eat at next week's Thanksgiving feast. A few birds called to me from the trees. Squirrels darted out of my path as they hunted for those final nuts to keep them fat and full over the upcoming winter. The few cars that did venture down this street drove slowly, aware that wet leaves are a deceptive hazard. The cars seemed to be showing their own form of respect for this special morning. It was the type of fall day you dream of, the type that you remember for the rest of your life.

Name of student _____ Date of testing _____

Grade 6: Form C

The air was crisp and clear after last night's rain; it was 12
 one of those fall days that you wait for. Everything was 23
 perfect. The leaves that still clung to the trees were a 34
 kaleidoscope of colors: red, yellow, orange, brown, and 42
 green. Those that had fallen littered the street like remnants 52
 of a party that had gone on the night before. 62

Stepping out of my warm house for my early morning 72
 walk was like stepping into a memory of days that had 83
 gone before. The cool air met me, and I took a deep 95
 breath, drawing in the lovely scents of the season. The 105
 crispness of the air is what makes this type of day so 117
 special. 118

Thoughts of backyard football, leaf piles, and warm 126
 coats and hats filled my mind as I crunched down the 137
 leaf-covered sidewalk. I had a small start of excitement 146
 and anticipation as I thought of the warm turkey and gravy 157
 that I would eat at next week's Thanksgiving feast. A few 168
 birds called to me from the trees. Squirrels darted out of my 180
 path as they hunted for those final nuts to keep them fat 192
 and full over the upcoming winter. The few cars that did 203
 venture down this street drove slowly, aware that wet 212
 leaves are a deceptive hazard. The cars seemed to be 222
 showing their own form of respect for this special morning. 232
 It was the type of fall day you dream of, the type that you 246
 remember for the rest of your life. 253

Word Count – 253**Scoring**

Word recognition accuracy:

$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Ms. Banks, an elderly woman, lives down the street from me. I used to find her quite frightening. Her house sits back in thick woods, which close over it like a cave. The sides of her home are encompassed by ivy, with stems hanging off like locks of hair. The house seems alive, waiting to snare an unsuspecting victim.

When I was younger, my mother made me take Ms. Banks's newspaper to her front door every morning as we walked to the bus stop. My mom explained that Ms. Banks had difficulty walking and that there was no reason my young legs couldn't do some of her walking for her. Each day as I skulked up the dark driveway, I felt that I was approaching a haunted house that held secrets I did not want to know. It was always so silent, as if the birds and insects were afraid of this place, too.

On the street I always walked the other way when Ms. Banks approached. She seemed to creep when she walked—like a turtle making its way across the path. I had never encountered anyone so old.

One morning I was placing her paper on her step when the door opened. There was Ms. Banks armed with a bag of cookies and a flower for my mother. There was no time for us to come in, but she thanked us both for helping her with her paper. After speaking with Ms. Banks, I realized that I had judged her before I knew her. It turned out she was a kind old woman who just needed a little bit of help and a bit of company, too.

Name of student _____ Date of testing _____

Grade 6: Form D

Ms. Banks, an elderly woman, lives down the street from 10
me. I used to find her quite frightening. Her house sits back 22
in thick woods, which close over it like a cave. The sides of 35
her home are encompassed by ivy with stems hanging off 45
like locks of hair. The house seems alive, waiting to snare an 57
unsuspecting victim. 59

When I was younger, my mother made me take Ms. 69
Banks's newspaper to her front door every morning as we 79
walked to the bus stop. My mom explained that Ms. Banks 90
had difficulty walking and that there was no reason my 100
young legs couldn't do some of her walking for her. Each 111
day as I skulked up the dark driveway, I felt that I was 124
approaching a haunted house that held secrets I did not 134
want to know. It was always so silent, as if the birds and 147
insects were afraid of this place, too. 154

On the street I always walked the other way when 164
Ms. Banks approached. She seemed to creep when she 173
walked—like a turtle making its way across the path. I had 185
never encountered anyone so old. 190

One morning I was placing her paper on her step when 201
the door opened. There was Ms. Banks armed with a bag of 213
cookies and a flower for my mother. There was no time for 225
us to come in, but she thanked us both for helping her with 238
her paper. After speaking with Ms. Banks, I realized that I 249
had judged her before I knew her. It turned out she was a 262
kind old woman who just needed a little bit of help and a 275
bit of company, too. 279

Word Count – 279**Scoring**

Word recognition accuracy:

Words correct _____
Total words read orally = _____ = _____ %

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:



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Test Passages

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GRADE 7 BOOKLET:

Student Passages and Teacher Pages

Recently, my father took me on a fishing trip in the Atlantic Ocean. We decided that just the two of us would go, and my mom and little sister would remain at home. The drive to get to the coast was extremely long. I had so much anticipation building in me that the drive seemed interminable. I was reminded of waiting for my turn on the playground equipment when I was a little girl.

My father has a passion for fishing, and he was excited to get out on the water again. The instant we arrived at the hotel, he wanted to get to the docks. After carefully comparing prices and sizes, my dad selected a vessel to charter, and we were off. Grayish blue and calm, the waters seemed to be inviting us on an adventure. Our captain was very efficient and got us right to work preparing our equipment. We organized the rods, reels, lines, and bait, and once the captain cut the engines, we cast our lines into the sea.

It was pleasant waiting for our bait to tempt some aquatic creature. My dad regaled me with stories of past fishing trips and the big fish that always seemed to get away. His stories may have been exaggerated, but I enjoyed listening to them. With a few nibbles here and there, the day passed quickly. We may not have caught the whopper, but it was a great day nevertheless. My dad and I have decided to make this an annual trip. I am anxiously awaiting next year already.

Name of student _____ Date of testing _____

Grade 7: Form A

Recently, my father took me on a fishing trip in the Atlantic 12
 Ocean. We decided that just the two of us would go, and my 25
 mom and little sister would remain at home. The drive to get to the 39
 coast was extremely long. I had so much anticipation building in 50
 me that the drive seemed interminable. I was reminded of waiting 61
 for my turn on the playground equipment when I was a little girl. 74
 My father has a passion for fishing, and he was excited to get 87
 out on the water again. The instant we arrived at the hotel, he 100
 wanted to get to the docks. After carefully comparing prices and 111
 sizes, my dad selected a vessel to charter, and we were off. 123
 Grayish blue and calm, the waters seemed to be inviting us on an 136
 adventure. Our captain was very efficient and got us right to work 148
 preparing our equipment. We organized the rods, reels, lines, and 158
 bait, and once the captain cut the engines, we cast our lines into 171
 the sea. 173
 It was pleasant waiting for our bait to tempt some aquatic 184
 creature. My dad regaled me with stories of past fishing trips and 196
 the big fish that always seemed to get away. His stories may have 209
 been exaggerated, but I enjoyed listening to them. With a few 220
 nibbles here and there, the day passed quickly. We may not have 232
 caught the whopper, but it was a great day nevertheless. My dad 244
 and I have decided to make this an annual trip. I am anxiously 257
 awaiting next year already. 261

Word Count – 261**Scoring**

Word recognition accuracy:

$$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

I crave spaghetti, a mouth-watering delicacy. The long and tender noodles call to me to be slurped and gobbled. When lying on the plate, these noodles look like a warm, comfortable nest waiting for its family to return to roost. The steaming sauce is a hearty red, reminding me of the fresh, plump tomatoes from which the sauce is created. Noodles and sauce together emit a scent that makes my mouth water; time stops for me and I can think of nothing else but spaghetti.

As the steam from the hot noodles and boiling sauce rises to meet my nostrils, I feel complete happiness. Nothing else could possibly be so fabulous, so fantastic, and so truly delicious as this pasta dish. I linger with the warmth on my face and then attack the plate like a starving toddler with her morning cereal and milk.

The taste is one that I know so well, but never tire of. It is like eating comfort and satisfaction from a spoon and fork. Sauce flicks off in all directions like water spraying from a hose. Streaks of red stain my chin. I have no time for neatness; my spaghetti is getting cold. I take each bite with purpose and determination; this is important work, not to be carried out by just anyone. My initial reaction to the empty plate staring up at me is one of grave disappointment. But then, as my stomach realizes the wonder of what it has just received, a sense of contentment settles in. Yet again, that amazing invention—spaghetti—has proved its worth.

Name of student _____ Date of testing _____

Grade 7: Form B

I crave spaghetti, a mouth-watering delicacy. The long and tender noodles call to me to be slurped and gobbled. When lying on the plate, these noodles look like a warm, comfortable nest waiting for its family to return to roost. The steaming sauce is a hearty red, reminding me of the fresh, plump tomatoes from which the sauce is created. Noodles and sauce together emit a scent that makes my mouth water; time stops for me and I can think of nothing else but spaghetti.

As the steam from the hot noodles and boiling sauce rises to meet my nostrils, I feel complete happiness. Nothing else could possibly be so fabulous, so fantastic, and so truly delicious as this pasta dish. I linger with the warmth on my face and then attack the plate like a starving toddler with her morning cereal and milk.

The taste is one that I know so well, but never tire of. It is like eating comfort and satisfaction from a spoon and fork. Sauce flicks off in all directions like water spraying from a hose. Streaks of red stain my chin. I have no time for neatness; my spaghetti is getting cold. I take each bite with purpose and determination; this is important work, not to be carried out by just anyone. My initial reaction to the empty plate staring up at me is one of grave disappointment. But then, as my stomach realizes the wonder of what it has just received, a sense of contentment settles in. Yet again, that amazing invention—spaghetti—has proved its worth.

Word Count – 264**Scoring**

Word recognition accuracy:

$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

The word *freezing* is not sufficient to describe the biting cold that is encompassing my body at this very moment. My bones are frigid, stiff, and sore; my inner being is frozen and dark; my legs are numb; and no warmth at all remains in my body. Were you to take my temperature right now, it would register 32 degrees or below.

The wait for the bus has seemed interminable and intolerable. I stand out here alone, forlorn and solitary, waiting for the yellow and blue vehicle that represents relief and safety. The air around me seems to crackle like ice breaking apart with each breath I inhale. The condensation coming from my mouth is like the vapor from a locomotive. It hangs in the air like a speech bubble from a cartoon character. My thoughts, muddled by the intense cold, somehow arrive at the idea that I need to stomp my feet to help sensation return. As each foot meets the pavement, a wave of pain travels up my leg like lightning. Though it hurts, I am relieved by the pain, as it means my legs still have the capacity to feel!

I twist around to look back at my house, and there, inside the steamy window, is my mom observing me like a proud mother hen watching her chick take her first steps toward independence. She seems surreal as she waves gaily to me; she is dressed only in her warm cozy pajamas and looks completely comfortable. Is it possible that she cannot be experiencing this torturous cold? How can she escape this? I turn away, not wanting her to see how wounded I am by her comfort. Off in the distance I see a glint of yellow and blue. Is it possible? Will I survive this frozen ordeal? Yes, the bus has arrived, and I am saved for another day.

Name of student _____ Date of testing _____

Grade 7: Form C

The word *freezing* is not sufficient to describe the biting cold 11
 that is encompassing my body at this very moment. My bones are 23
 frigid, stiff, and sore; my inner being is frozen and dark; my legs are 37
 numb; and no warmth at all remains in my body. Were you to take 51
 my temperature right now, it would register 32 degrees or below. 62

The wait for the bus has seemed interminable and intolerable. 72
 I stand out here alone, forlorn and solitary, waiting for the yellow 84
 and blue vehicle that represents relief and safety. The air around 95
 me seems to crackle like ice breaking apart with each breath I 107
 inhale. The condensation coming from my mouth is like the vapor 118
 from a locomotive. It hangs in the air like a speech bubble from a 132
 cartoon character. My thoughts, muddled by the intense cold, 141
 somehow arrive at the idea that I need to stomp my feet to help 155
 sensation return. As each foot meets the pavement, a wave of 166
 pain travels up my leg like lightning. Though it hurts, I am relieved 179
 by the pain, as it means my legs still have the capacity to feel! 193

I twist around to look back at my house, and there, inside the 206
 steamy window, is my mom observing me like a proud mother hen 218
 watching her chick take her first steps toward independence. She 228
 seems surreal as she waves gaily to me; she is dressed only in her 242
 warm cozy pajamas and looks completely comfortable. Is it 251
 possible that she cannot be experiencing this torturous cold? How 261
 can she escape this? I turn away, not wanting her to see how 274
 wounded I am by her comfort. Off in the distance I see a glint of 289
 yellow and blue. Is it possible? Will I survive this frozen ordeal? Yes, 302
 the bus has arrived, and I am saved for another day. 313

Word Count – 313**Scoring**

Word recognition accuracy:

$$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Mr. Winters is the most unusual teacher I have ever seen. He is not unattractive, yet he certainly wouldn't be defined as handsome. He is extremely tall and pencil-thin. Looking at him, you feel a jolt of surprise; you definitely have to take a second look.

Peculiar is probably the word to describe his looks. A wild shock of mousy brown hair rests on his head like a squirrel's nest abandoned for the winter. His long, pointy face brings to mind images of rocky cliffs, with his nose being the tallest mountain of them all. His glasses, which constantly need to be pushed up, are like a climber desperately trying to scale this peak. Yet, the goal of reaching the zenith consistently slips out of the glasses' grasp. Mr. Winters is always adorned in brown. An occasional glimpse of color may be spotted on a handkerchief that peeks from the pocket of his suit coat.

What makes Mr. Winters truly remarkable is his voice. Listeners expect a high, frail voice to match his frame, and so it is a true shock to hear the deep, gravelly boom that escapes his lips. The combination of weak and strong that he embodies makes him intriguing and mysterious.

But what is most pleasant about him is his performance in the classroom. His teaching is as magnetic as his appearance. Most students at my school hope he will be their teacher. Without a doubt, he is a popular man.

Name of student _____ Date of testing _____

Grade 7: Form D

Mr. Winters is the most unusual teacher I have ever seen. He is 13
 not unattractive, yet he certainly wouldn't be defined as 22
 handsome. He is extremely tall and pencil-thin. Looking at him, you 33
 feel a jolt of surprise; you definitely have to take a second look. 46
Peculiar is probably the word to describe his looks. A wild 57
 shock of mousy brown hair rests on his head like a squirrel's nest 70
 abandoned for the winter. His long, pointy face brings to mind 81
 images of rocky cliffs, with his nose being the tallest mountain of 93
 them all. His glasses, which constantly need to be pushed up, are 105
 like a climber desperately trying to scale this peak. Yet, the goal of 118
 reaching the zenith consistently slips out of the glasses' grasp. 128
 Mr. Winters is always adorned in brown. An occasional glimpse of 139
 color may be spotted on a handkerchief that peeks from the 150
 pocket of his suit coat. 155
 What makes Mr. Winters truly remarkable is his voice. Listeners 165
 expect a high, frail voice to match his frame, and so it is a true 180
 shock to hear the deep, gravelly boom that escapes his lips. The 192
 combination of weak and strong that he embodies makes him 202
 intriguing and mysterious. 205
 But what is most pleasant about him is his performance in the 217
 classroom. His teaching is as magnetic as his appearance. Most 227
 students at my school hope he will be their teacher. Without a 239
 doubt, he is a popular man. 245

Word Count – 245**Scoring**

Word recognition accuracy:

$$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:



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Test Passages

.....

GRADE 8 BOOKLET:

Student Passages and Teacher Pages

As recent immigrants to the United States, my family and I decided to take a trip to see the Statue of Liberty. This symbol of freedom and strength was something we had read about for many years. We wanted to experience it firsthand. Waiting for the ferry to take us to Liberty Island was a wonderful opportunity for “people watching.” We were not alone in our interest to see this landmark. All types of people from all corners of the world were crushed together on the dock.

The trip to the island was both exhilarating and fascinating. The smells of sea and city blended together in the wind, which seemed to blow a feeling of history and vitality. The statue herself was an awesome sight to behold. Standing at her feet, I found it difficult to comprehend the masses of people who had stood there before me.

We had hoped to walk up to the statue’s crown. However, this was not to be. It was once possible to climb the stairs or take an elevator to the top of the statue. However, recent renovations along with security concerns now prohibit going beyond the statue’s base. Instead, my family and I stood outside at the bottom of Lady Liberty, looking up. We marveled at how high the top of the statue appeared from below. We also spent some time on the grounds viewing the magnificent skyline of New York City. It took our breath away.

Visiting this symbol of freedom was an experience I will never forget. It is easy to see why the Statue of Liberty is one of the most important symbols of freedom and democracy in the world.

Name of student _____ Date of testing _____

Grade 8: Form A

As recent immigrants to the United States, my family and I
 decided to take a trip to see the Statue of Liberty. This symbol of
 freedom and strength was something we had read about for
 many years. We wanted to experience it firsthand. Waiting for the
 ferry to take us to Liberty Island was a wonderful opportunity for
 "people watching." We were not alone in our interest to see this
 landmark. All types of people from all corners of the world were
 crushed together on the dock.

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The trip to the island was both exhilarating and fascinating.
 The smells of sea and city blended together in the wind, which
 seemed to blow a feeling of history and vitality. The statue herself
 was an awesome sight to behold. Standing at her feet, I found it
 difficult to comprehend the masses of people who had stood
 there before me.

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We had hoped to walk up to the statue's crown. However, this
 was not to be. It was once possible to climb the stairs or take an
 elevator to the top of the statue. However, recent renovations
 along with security concerns now prohibit going beyond the
 statue's base. Instead, my family and I stood outside at the
 bottom of Lady Liberty, looking up. We marveled at how high the
 top of the statue appeared from below. We also spent some time
 on the grounds viewing the magnificent skyline of New York City. It
 took our breath away.

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Visiting this symbol of freedom was an experience I will never
 forget. It is easy to see why the Statue of Liberty is one of the most
 important symbols of freedom and democracy in the world.

255
271
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Word Count – 280**Scoring**

Word recognition accuracy:

$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Here's a word that comes to mind when I think of Brussels sprouts: *repulsive*. They are truly among the foulest foods ever invented. My mother prepares them whenever my grandparents come for dinner. I have reached the point where just sitting at the table with Grandma and Grandpa sends shivers down my spine. It makes me wish for the days of the children's table where unpopular foods ended up in the trash can or the dog's mouth. Brussels sprouts were created to punish children for everything they have ever done wrong. I think some parents look forward to the day when they can exact revenge upon their children for all the years when they had to eat Brussels sprouts themselves.

Although my mother and father say they are an excellent source of vitamins and minerals, I know they are capsules of horror wrapped in deceptively adorable little packages. Sitting in the bowl on the dining room table they may look harmless, even decorative. But once on your plate, their appearance changes dramatically. You are faced with an enemy that refuses to be swallowed whole. These so-called sprouts strive to leave a metallic aftertaste in your mouth, reminding you of their victory.

Do not be fooled by those who claim that your health is the reason that this vegetable is being served. Tell your parents that you are sick and retire to your room. An empty stomach is much better than the alternative: a plate full of Brussels sprouts.

Name of student _____ Date of testing _____

Grade 8: Form B

| | |
|---|-----|
| Here's a word that comes to mind when I think of Brussels | 12 |
| sprouts: <i>repulsive</i> . They are truly among the foulest foods ever | 22 |
| invented. My mother prepares them whenever my grandparents | 30 |
| come for dinner. I have reached the point where just sitting at the | 43 |
| table with Grandma and Grandpa sends shivers down my spine. It | 54 |
| makes me wish for the days of the children's table where | 65 |
| unpopular foods ended up in the trash can or the dog's mouth. | 77 |
| Brussels sprouts were created to punish children for everything | 86 |
| they have ever done wrong. I think some parents look forward to | 98 |
| the day when they can exact revenge upon their children for all | 110 |
| the years when they had to eat Brussels sprouts themselves. | 120 |
| Although my mother and father say they are an excellent | 130 |
| source of vitamins and minerals, I know they are capsules of horror | 142 |
| wrapped in deceptively adorable little packages. Sitting in the | 151 |
| bowl on the dining room table they may look harmless, even | 162 |
| decorative. But once on your plate, their appearance changes | 171 |
| dramatically. You are faced with an enemy that refuses to be | 182 |
| swallowed whole. These so-called sprouts strive to leave a metallic | 192 |
| aftertaste in your mouth, reminding you of their victory. | 201 |
| Do not be fooled by those who claim that your health is the | 214 |
| reason that this vegetable is being served. Tell your parents that | 225 |
| you are sick and retire to your room. An empty stomach is much | 238 |
| better than the alternative: a plate full of Brussels sprouts. | 248 |

Word Count – 248**Scoring**

Word recognition accuracy:

Words correct _____
 Total words read orally _____ = _____ %

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

The intense heat sears my back as I slowly cross the parking lot to enter the shopping mall. The black pavement, a sea of molten tar, seems to boil beneath my sneakers. It licks the soles of my shoes, trying to melt them with its dark, fiery breath. The air has turned hazy, and everywhere I look it seems blurred and watery. The sun, a bright circle, appears to be floating just inches from the top of my head. Its heat emanates in pulses, pushing through the thick atmosphere like waves pounding against my body.

Broadcast from every surrounding car are voices predicting the day's record high temperatures. These reporters, no doubt sitting in air-conditioned comfort, warn me to drink plenty of water, stay indoors, and take care of the elderly and my pets.

Each step is an effort. I am in conflict as to whether I should hurry up and get to my destination or stop right where I am. The double doors to the mall are within sight. They are calling to me, offering solace from this nightmare I am living. I use all my will and determination and force my legs to carry me through the last stretch of heated wind that is pushing me back. Finally, I enter through the doors of the mall and am greeted with a blast of frigid air that meets me like my family after years of separation. I know what awaits me outside, but for now I am encompassed within a cocoon of comfort and safety.

Name of student _____ Date of testing _____

Grade 8: Form C

The intense heat sears my back as I slowly cross the parking lot 13
to enter the shopping mall. The black pavement, a sea of molten 25
tar, seems to boil beneath my sneakers. It licks the soles of my 38
shoes, trying to melt them with its dark, fiery breath. The air has 51
turned hazy, and everywhere I look it seems blurred and watery. 62
The sun, a bright circle, appears to be floating just inches from the 75
top of my head. Its heat emanates in pulses, pushing through the 87
thick atmosphere like waves pounding against my body. 95

Broadcast from every surrounding car are voices predicting 103
the day's record high temperatures. These reporters, no doubt 112
sitting in air-conditioned comfort, warn me to drink plenty of 122
water, stay indoors, and take care of the elderly and my pets. 134

Each step is an effort. I am in conflict as to whether I should 148
hurry up and get to my destination or stop right where I am. The 162
double doors to the mall are within sight. They are calling to me, 175
offering solace from this nightmare I am living. I use all my will and 189
determination and force my legs to carry me through the last 200
stretch of heated wind that is pushing me back. Finally, I enter 212
through the doors of the mall and am greeted with a blast of frigid 226
air that meets me like my family after years of separation. I know 239
what awaits me outside, but for now I am encompassed within a 251
cocoon of comfort and safety. 256

Word Count – 256**Scoring**

Word recognition accuracy:

$$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

A tiny bundle of joy is what my father called her. That's not altogether accurate from my perspective. It was my sister Jane who helped me understand the phrase, "wailing like a banshee." From the wee hours of the night through the day and back again, Jane's vocal cords were in constant use. Although this intense and constant screaming lasted only a few months, I still feel the ramifications of her arrival to this day. This little bundle of joy is now three years old and is a perpetual interference in my daily life.

Jane's baby cries have turned into a preschooler's incessant chatter. Every morning I awake to two blue eyes staring into mine. I stagger out of bed to the bathroom while barrages of meaningless questions are fired at me, seemingly without interest in my response. Throughout breakfast I work diligently to steer Jane's attentions toward my parents so I might stealthily slip out unnoticed and make my way to school. It seems as if school is the only safe haven from my energetic young sister.

Upon my return from school each day I am greeted anew by that bundle of energy. Refreshed from her afternoon nap, Jane is ready for frolic and fun. Occasionally, for the sole purpose of appeasing her long enough to earn the right to escape, I agree to play with her (but only for a moment or two). An ugly dinosaur is handed to me, and I am ordered to make scary dinosaur noises. With every noise I make, she reciprocates with a high-pitched scream from her baby doll's mouth. Annoyed at first, I can't help noticing how cute Jane really is, and how maybe playing with dinosaurs and dolls isn't that bad after all. I'll never admit it out loud, but I kind of like having a little sister around.

Name of student _____ Date of testing _____

Grade 8: Form D

A tiny bundle of joy is what my father called her. That's not 13
altogether accurate from my perspective. It was my sister Jane 23
who helped me understand the phrase, "wailing like a banshee." 33
From the wee hours of the night through the day and back again, 46
Jane's vocal cords were in constant use. Although this intense and 57
constant screaming lasted only a few months, I still feel the 68
ramifications of her arrival to this day. This little bundle of joy is now 82
three years old and is a perpetual interference in my daily life. 94

Jane's baby cries have turned into a preschooler's incessant 103
chatter. Every morning I awake to two blue eyes staring into mine. 115
I stagger out of bed to the bathroom while barrages of 126
meaningless questions are fired at me, seemingly without interest 135
in my response. Throughout breakfast I work diligently to steer 145
Jane's attentions toward my parents so I might stealthily slip out 156
unnoticed and make my way to school. It seems as if school is the 170
only safe haven from my energetic young sister. 178

Upon my return from school each day I am greeted anew by 190
that bundle of energy. Refreshed from her afternoon nap, Jane is 201
ready for frolic and fun. Occasionally, for the sole purpose of 212
appeasing her long enough to earn the right to escape, I agree to 225
play with her (but only for a moment or two). An ugly dinosaur is 239
handed to me, and I am ordered to make scary dinosaur noises. 251
With every noise I make, she reciprocates with a high-pitched 261
scream from her baby doll's mouth. Annoyed at first, I can't help 273
noticing how cute Jane really is, and how maybe playing with 284
dinosaurs and dolls isn't that bad after all. I'll never admit it out 297
loud, but I kind of like having a little sister around. 308

Word Count – 308**Scoring**

Word recognition accuracy:

Words correct _____
Total words read orally _____ = _____ %

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Teacher:

| Student Name | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
|--------------|-----------------|---------------------------|----------------------------|--------------------------------|-----------------------|-------------------------|------------|------|---------------|
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |
| | Date of Testing | Word Recognition Accuracy | Fluency-Automatcity (wcpm) | Multidimensional Fluency Scale | Expression and Volume | Phrasing and Intonation | Smoothness | Pace | Comprehension |

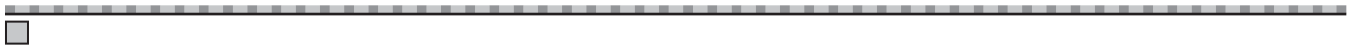
INDIVIDUAL STUDENT RECORD SHEET

Grade: _____

School Year: _____

Teacher: _____ Student: _____

| | Score | Comments |
|--------------------------------|-------|---|
| Word Recognition Accuracy | | Form A Date of Administration: _____ |
| Fluency-Automatcity (wcpm) | | |
| Multidimensional Fluency Scale | | |
| Expression and Volume | | |
| Phrasing and Intonation | | |
| Smoothness | | |
| Pace | | Form B Date of Administration: _____ |
| Comprehension | | |
| Word Recognition Accuracy | | |
| Fluency-Automatcity (wcpm) | | |
| Multidimensional Fluency Scale | | |
| Expression and Volume | | |
| Phrasing and Intonation | | Form C Date of Administration: _____ |
| Smoothness | | |
| Pace | | |
| Comprehension | | |
| Word Recognition Accuracy | | |
| Fluency-Automatcity (wcpm) | | |
| Multidimensional Fluency Scale | | Form D Date of Administration: _____ |
| Expression and Volume | | |
| Phrasing and Intonation | | |
| Smoothness | | |
| Pace | | |
| Comprehension | | |



Instructional Ideas for Word Recognition, Fluency, and Comprehension

Word Recognition Instruction

For students experiencing difficulty in word recognition (percentage accuracy 90% or less while reading a grade-level passage), consider the following instructional ideas:

- ◆ Teach high-frequency words—for example, the Dolch List and the Fry Instant Word List. Teach five words a week, and practice them daily. Put the words on the word wall, and review the word wall each day. Play games with the words. Have students write the words while saying and spelling them.
- ◆ Teach common word families (phonograms or rimes—for example, *-at* in *cat* and *bat*). List and practice words belonging to the word family. Read poetry and other texts that contain the targeted word families. Have students write their own poems using words belonging to a word family. Add words studied from the word families to the classroom word wall.
- ◆ Have students sort words from the word wall or from some other source of words by various categories—by a particular vowel or consonant sound, by grammatical category, by some meaningful attribute of the word, and so on.
- ◆ Use flash cards and other practice activities for words under study. Keep these activities game-like and brief—no more than 5–10 minutes—and conduct them once or twice per day.
- ◆ Engage in word-building activities such as Making Words or Making and Writing Words. Provide students with a limited set of letters and guide them through the process of building (writing) words using those letters. Draw students' attention to the meaning, sound, and spelling of the words.
- ◆ Teach students to decode multisyllabic words. Teach basic syllabication rules (for example, in words with two vowels that are separated by one consonant, the word is normally divided into syllables after the first vowel [*hotel*, *pilot*, *final*]; syllables that end in a vowel usually have the long vowel sound [*secret*, *baby*, *pilot*]).
- ◆ Help students detect prefixes, suffixes, and base words in longer words (for example, *replay*, *cowboy*, *basement*). Teach students how breaking larger words into prefixes, suffixes, and base words can help them to decode the larger word and determine its meaning.
- ◆ Use the cloze procedure to teach contextual word recognition. Find an appropriate text and delete words that can be determined from the context. Have students read the text with the deleted words and determine the missing words using the contextual information in the passage.
- ◆ Engage students in occasional conversations about *how* they decode unfamiliar


words. During this work on self-monitoring, focus on confirmation as well by asking questions such as “How did you know you were right?”

- ◆ Encourage students to read at home and to practice words at home as well as in school.
- ◆ Engage students in games and game-like activities, such as word-based Wheel of Fortune, Go Fish, Concentration, and Wordo (word bingo) that give them the opportunity to practice the words they are studying.
- ◆ Use the fluency-building activities listed on the following pages to build word recognition skills as well as overall reading fluency.
- ◆ Provide students with plenty of opportunities to read texts that contain words they are studying.
- ◆ Develop a daily instructional routine (20–30 minutes) devoted to the various activities described in this section. Use some of the activities in this section in a systematic and regular way with students who are experiencing difficulty in learning to decode words.

Fluency Instruction

For students experiencing difficulty in reading fluency (reading rate less than the accepted norms while reading a grade-level passage), consider the following instructional ideas:

- ◆ Read to students on a regular basis. As you do so, be sure to model for them what fluent reading is like. Ask them to listen for the way you use your voice to convey meaning. If the students have a copy of the text you are reading, have them follow along silently while you read to them.
- ◆ Have individual students read a passage aloud while listening to you or another reader read with them. This is known as “assisted [paired] reading.” The combination of a student’s reading a text while listening to someone else read it fluently is a well-known means of improving fluency and comprehension. Make this a daily 10–15 minute routine. If no one is available to read with the student, record the reading on tape and have the student read the passage while listening to it on tape.
- ◆ Develop a daily home routine in which a parent sits side by side with the child and engages in assisted reading with the child for 10–15 minutes. If parents are not available, students may read while listening to a recorded version of the passage.
- ◆ Have students practice reading a passage (100–250 words in length) several times until they are able to read it accurately, quickly, and expressively. This technique, known as “repeated [practice] reading,” may require 7 or 8 readings. The practice may occur over a period of several days and may be done at home as well as in school. Make this a daily classroom activity; once students have mastered one passage, have them move on to other equally or more challenging passages. Passages that are meant to be performed (for example, poetry, scripts, speeches) work very well to promote practiced and expressive reading.

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- 
- ◆ Combine repeated and assisted reading. Have students practice reading a passage several times until they are able to read it fluently. In addition to practicing the passage independently, students may also practice the passage while listening to a partner read it with them or while listening to a recorded version of the passage.
 - ◆ Develop integrated fluency instructional routines—daily routines for fostering fluency that combine modeling, assisted reading, and repeated readings. The Fluency Development Lesson, described below, is one example of an integrated fluency routine.
 - Work with a daily passage of 100–250 words that lends itself to expressive and interpretive reading. Make two copies of the passage for every student in the group.
 - Read the passage to students several times while they follow along. Discuss the passage with students.
 - Read the passage chorally several times with students.
 - Next, have students work in pairs. Ideally, each pair should have its own quiet place in which to work. Have one student read the passage two or three times while the partner follows along silently and provides assistance when necessary. When the first reader has finished, the partners switch roles and repeat the process.
 - Have student pairs perform their passage for their classmates or other audiences.
 - Select interesting words from the passage and add them to the word wall for further practice, sorting, and use in writing.
 - Place one copy of the passage into students' fluency folders for future practice. Send the other copy home for additional practice with parents.
 - The following morning, begin by having students read the passage from the previous day. Then, begin a new lesson with a new passage.
 - ◆ Provide students with daily time (15–20 minutes) for independent reading. Ensure that students read material that is at their independent reading level. Make students accountable for their independent reading time by having them summarize their daily reading in a reading journal. Alternately, you might have students read aloud (in a soft voice) during the independent reading period so that you can be assured they are actually reading the text.



Comprehension Instruction

For students experiencing difficulty in comprehension (retelling rated in the lower range on the comprehension rubric while reading a grade-level passage), consider the following instructional ideas:

- ◆ Before asking students to read a passage, ensure that they have sufficient background knowledge. You may increase background knowledge in a variety of ways:
 - Provide information to students by telling them directly.
 - Brainstorm background information with students.
 - Read related material to students that will increase background knowledge.
 - Use other print and non-print media such as movies, videotapes, the Internet, artifacts (for example, maps, music, food) to expand background knowledge.
 - Bring in others who are knowledgeable about a topic to share information and personal experience with students.
- ◆ Use text maps or graphics with students. Present students with a text map or graphic that demonstrates the organization of the main ideas in a passage. This can be done before reading a passage. Alternately, give students a partially completed map or graphic to complete while they are reading a passage. Or provide an empty graphic for students and ask them to use it to make notes while they read.
- ◆ Once students are familiar with the idea of text maps and graphics, ask them to develop their own maps or graphics after reading a passage. The map or graphic should reflect the meaning of the passage and the overall organization of the ideas in the text.
- ◆ After reading a passage together, engage students in a lively discussion about it. Make sure the discussion goes beyond recitation of information contained in the passage. Encourage students to make reasoned inferences about the passage. Ask them to share opinions and ideas, always reminding them to provide justification for their assertions.
- ◆ Engage students in making predictions or hypotheses about what will happen next as they read. Ask them to justify their predictions and use the predictions as the basis for discussion of the passage with others.
- ◆ Ask students to develop relevant questions related to the passage before, during, and after reading it. Use these questions to guide discussion of the material.
- ◆ Select texts that lend themselves to image creation and encourage students to create images while they read these texts. Images can be internal mental images or actual drawings students make during and after reading. Have students use the images as a starting point for discussing the passage with others.
- ◆ Instruct students to take written notes (along with insights, observations, wonderings, and questions) while reading a passage, trying to capture in their

notes the important ideas that are presented in the text. After reading and taking notes, students should use the notes to write a summary of the passage. Tell students to refer to their notes when discussing the passage.

- ◆ Encourage students to react to their reading by writing in journals or learning logs. Entries can be general reactions or focused responses (for example, favorite character, most important idea, most interesting part). For expository text, ask students to make log entries describing new processes or providing definitions of important concepts.
- ◆ Allow students to respond to a reading (re-represent the main ideas of a passage) in creative ways. These include:
 - creating tableaux (performances of a passage in which students assume different stances, keeping their bodies motionless, to portray the essential meaning),
 - finding or developing a poem or song in response to the reading,
 - creating an advertisement that represents the main idea of a passage,
 - writing a journal entry or letter from the point of view of one of the characters in the passage,
 - choosing and explaining a metaphor that reflects a character or event from a passage, or
 - developing a diorama that captures the essence of a text.
- ◆ Instruct students on how to read and use information that is presented pictorially or graphically—in charts, tables, figures, maps, and graphs.



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